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ABSTRACT

This report documents the implementation of the migrant education program funded under Chapter 1 of the Education Consolidation Improvement Act in the Houston (Texas) Independent School District and evaluates the program's impact on student achievement, grades, conduct, and attendance. The program offered assistance to eligible migrant children from early childhood levels through grade 12 to improve educational continuity for students who enroll in school late or withdraw early because their families travel to obtain agricultural or fishery work. Migrant education services include the following: (1) tutorial services from teacher aides; (2) counseling and family support services on a referral basis; and (3) invitations to parents to attend workshops that will show them how to become involved in the education of their children. The three specific tasks of this study were to: (1) report the number of migrant students identified; (2) document the activities of members of the staff who implement the components of the program; and (3) evaluate the effectiveness of the tutorial and counseling components via examination of the test scores, grades, attendance, and conduct of migrant students. Findings identify five areas in which resources were effectively used to meet program objectives and to indicate overall test score improvement in all subjects. Statistical data in 27 tables are included. (AF)

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Chapter 1 Migrant Education Program
Final Report

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UD027 895

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Chapter 1 Migrant Education Program

Final Report

August 7, 1990

Executive Summary
Chapter 1 Migrant Education Program
Final Report

Purpose

The purpose of the evaluation is to document the implementation of the Chapter 1 Migrant program for 1989-90 and the program's impact on student achievement, grades, conduct, and attendance. The evaluation meets the federal requirement that school districts receiving funds from *The Education Consolidation and Improvement Act of 1981 (ECIA) Chapter I Migrant Program* provide an evaluation of their program. Also, it provides the program administrators with information regarding attainment of program objectives.

Program Description

The purpose of the Chapter 1 Migrant program was to improve the academic achievement levels of migrant students. Assistance was offered to eligible migrant students in grades early childhood (age 3) through twelve to improve educational continuity for students who enroll late or withdraw early from school because their families travel to obtain agricultural or fishery work.

Migrant students received tutorial services from the migrant teacher aides. Counseling and family support services were provided to migrant students and their families on a referral basis by the Migrant Counselor. Finally, parents of migrant students were invited to attend workshops designed to involve them in the education of their children.

Number Served and Cost

A total of 845 migrant students were identified in HISD during 1989-90 as of May 13, 1990; 700 were still attending on that date. The migrant program was allocated $342,030 in Chapter 1 funds for 1989-90.

Methods

Records of the migrant student population kept by the Migrant Program were matched to the HISD Student Masterfile in order to verify the number of migrant students who were enrolled. Additional information was obtained from interviews with the Migrant Program Director and his four staff members and from written monthly summaries of their activities which they produced.

Findings

- The migrant students were predominantly (>99%) of Hispanic origin. The home language of 76% was Spanish. Fifty-one percent had Limited English Proficiency. Of those students whose country of origin was listed, 73% were born in the USA and 26% in Mexico. Numbers were greatest in grades 1-9 (557 of the 687 for whom data is available, or 81%). Thirteen percent were learning disabled.

- The Migrant Student Records Transfer System (MSRTS) Specialist entered Certificates of Eligibility for 222 newly identified and previously identified migrant students whose families made a migratory trip in the summer of 1989. The Specialist also brought the records up to date for the remainder of the 845 migrant students who were in the Houston Independent School District during the 1989-1990 school year.

- The Migrant Recruitment Specialist made 311 recruitment visits, resulting in the recruitment of 239 new or formerly migrant students into the program.

- During the same period the Specialist also made 21 referrals to counseling and other services, held 17 meetings with individual students and their parents, issued 21 clothing vouchers, and distributed 286 packets of school supplies to migrant students.

- The Migrant Counselor conducted 395 individual counseling sessions and 30 group counseling sessions. The counselor had 619 consultation meetings with department staff, parents, HISD staff, school counselors, community resources, and others. The counselor presented workshops attended by parents, aides, and staff.

- Ten inservices were held for Migrant staff and aides. In addition, six parent training meetings were held which were also attended by Migrant staff and aides.

- When all ten aide positions were filled 337 migrant students at 16 campuses had an aide assigned to their school (49% of the migrant population); also, two aides tutored 10 three year-olds each. The 357 migrant students in the other 96 campuses did not have the assistance of an aide.

- Achievement test scores in each area increased overall for schools with aides; however, the changes were small and statistically insignificant. The difference in achievement level improvement between schools with aides and without aides was not statistically significant.

- There was a decrease in course grades in all major subjects (math, English, social studies, and science) for schools with aides; the changes were statistically significant. In grades 7-12 in each subject area (with the one exception of 11th grade science), course grades were lower for all subject areas in each grade. Yet, when compared to schools without aides, there was no difference in the amount of grade change.

- There was a decline in attendance for migrant students at schools with aides; the changes were statistically significant. Attendance change was worse in schools with aides when compared to schools without aides.

- Overall, conduct grades remained the same for migrant students at schools with aides; there was no significant difference in the change at schools with aides and schools without aides.

- TEAMS scores were nearly the same for migrant students in the tutored and untutored groups. For the most part, migrant passing rates were slightly below that of all Hispanics and overall.

DESIGN OF THE INQUIRY

The purpose of this report is to document the implementation of the Chapter 1 Migrant program for 1989-90 and the program's impact on student achievement, grades, conduct, and attendance.

The three specific tasks for this study were as follows:

- report the number of migrant students identified;
- document the activities of the members of the Migrant staff who implement the components of the Migrant Program; and
- evaluate the effectiveness of the migrant tutorial and counseling components via examination of the test scores (TEAMS, MAT6, SABE), grades, attendance, and conduct of the Migrant students.

This investigation was designed to provide answers to the following research questions:

Research Question 1: What were the number and demographic characteristics of migrant students in HISD in 1989-90 ?

Research Question 2: What records did the Migrant Student Records Transfer System (MSRTS) Specialist complete to document the enrollment of migrant students in HISD?

Research Question 3: What activities did the Migrant Recruitment Specialist conduct during the 1989-90 school year?

Research Question 4: What activities did the Migrant Counselor conduct during the 1989-90 school year?

Research Question 5: What training activities did the Migrant Program provide for aides, teachers, and parents of migrant students during the 1989-90 school year?

Research Question 6: How many students were served by the migrant teacher aides?

Research Question 7: Was there a difference between the pre and post reading,math and language scores of Migrant students who received tutorial instruction during 1989-90?

Research Question 8: Was there a significant difference between the reading, math and language NCE scores of migrant students who received tutorial instruction and a comparison group of migrant students who were not tutored?

Design Of The Inquiry (continued)

Research Question 9: Was there a difference between the pre and post grades of Migrant students who received tutorial instruction during 1989-90 ?

Research Question 10: Was there a significant difference between the grades of migrant students who received tutorial instruction and a comparison group of migrant students who were not tutored?

Research Question 11: Was there a difference between the pre and post attendance rate of Migrant students who received tutorial instruction during 1989-90 ?

Research Question 12: Was there a significant difference between the attendance of migrant students who received tutorial instruction and a comparison group of migrant students who were not tutored?

Research Question 13: Was there a difference between the pre and post conduct grades of Migrant students who received tutorial instruction during 1989-90?

Research Question 14: Was there a significant difference between the conduct grades of migrant students who received tutorial instruction and a comparison group of migrant students who were not tutored?

Research Question 15: How did the migrant students, both those tutored and untutored, perform on TEAMS, and how did their pass rate compare with that of all Hispanic students and all students?

REASONS FOR CONDUCTING THE STUDY

Why was this study conducted?

This study was conducted for the following reasons:

Federal Requirements

This report presents information collected during the 1989-90 school year as mandated by Federal guidelines. The Education Consolidation and Improvement Act of 1981 (ECIA) Chapter I Migrant Program established funding to provide educational and counseling assistance to eligible children of migratory farm or fisheries workers. School districts receiving these funds are required to provide an evaluation of their program.

District Requirements

The Migrant Program administrator developed program proposal objectives in the strategic plan of operation (SPO). This report provides the program administrators with information regarding attainment of objectives for the program implemented during 1989-90.

This report evaluates the following objectives for the Migrant Program:

- identify and recruit all migrant students who reside in this school district;
- offer tutorial instruction to all eligible migrant students by means of teacher aides;
- apply counseling strategies in the area of human development and educational needs for migrant students in grades 6-12 and to consult with migrant parents who require assistance;
- provide training for teachers and aides who work with migrant students; and
- supplement the District's parent involvement program.

PROGRAM DESCRIPTION

What was the focus of the Chapter I Migrant Program in 1989-90?

Purpose

The purpose of the Migrant Program was to improve the academic achievement levels of migrant students. Assistance was offered to eligible migrant students to improve the educational continuity for migrant students who enroll late or withdraw early from school because their families travel to obtain agricultural or fishery work.

Number Served and Cost

Eight hundred and forty-five migrant students were located in HISD during 1989-90 as of May 13, 1990; 700 were still enrolled on that date. The Migrant Program was allocated $342,030 in Chapter 1 funds for 1989-90.

Services

All migrant students were served through the Migrant Student Record Transfer System (MSRTS) which is coordinated with the Region IV Service Center. Migrant students were identified at 112 district campuses.

Migrant students received tutorial services from the migrant teacher aides. Ten migrant teacher-aides were assigned to sixteen campuses with large concentrations of migrant students. Two schools had aides full-time and the other fourteen had aides part-time. In addition, two aides worked part time in the spring semester visiting the homes of three year old migrant children to teach them and to teach techniques of early childhood education to their parents which they can use with their children.

Counseling and family support services were provided to migrant students and their families on a referral basis. Migrant staff was provided training through inservices at the Region IV Service Center and the migrant office. Finally, parents of migrant students were invited to attend workshops designed to involve them in the education of their children.

METHODS

How was this study conducted?

Chapter I Migrant Population

The Migrant Recruitment Specialist verified that all identified migrant students were eligible to receive supplemental services through the Migrant Program. The migrant supplemental tutorial assistance program was implemented at sixteen target campuses with the largest enrollment of migrant students. Students classified as either currently or formerly migrant are eligible for the Migrant Program. A "currently migrant" status is given to those students who have made a qualified move within a year's time. The status changes to "formerly migrant" if the student had not move within a year's time. A student is classified as formerly migrant for five additional years after the year in which they move. 700 students identified as currently migrant or formerly migrant were enrolled in HISD as of May 13, 1990.

Procedures

Records of the migrant student population kept by the Migrant Program were matched to the HISD Student Masterfile in order to verify the number of migrant students who were enrolled.

Additional information was obtained from interviews with the Program Director and his four staff members and from the written monthly summaries of their activities which they produced. This information was tabulated by month and appears in the following tables. The Research Specialist attended four of the in-services for teacher aides in order to observe the training which they were receiving and visited the aides at the schools which were their primary assignments.

The program's effect on students was measured via an examination of achievement test scores, grades, attendance, conduct grades, and TEAMS scores. With each of achievement tests, grades, attendance, and conduct grades, students in schools with migrant aides were examined via matched pair t-tests to see if there was a significant change from 1988-1989 to 1989-1990. In addition, the students were compared with students in schools without aides via Analysis of Covariance (ANCOVA) where the dependent variable is the 1989-1990 result, the categorical variable is whether or not the student is in a school with aides, and the covariate is the 1988-1989 result. TEAMS scores of migrant students in schools with migrant aides were compared with the scores of migrant students in schools without aides. The migrant student scores were compared with the scores of Hispanics and all students.

RESEARCH QUESTION 1

What was the number of migrant students in HISD in 1989-90?

Number and Percent of Migrant Students Enrolled in 1989-90 by District

District	No. of Students*	% of District Total
I	7	1.0
II	3	0.4
III	24	3.5
IV	2	0.3
V	18	2.6
VI	132	19.0
VII	82	11.8
VIII	79	11.4
IX	130	18.8
X	61	8.8
XI	63	9.1
XII	78	11.3
XIII	9	1.3
XIV	5	0.7
Total	**693**	**100.0**

*7 of the 700 students did not have district information.

Trend

- Districts VI through XII, located in east and north Houston, served 625 of the 700 migrant students (89%) in HISD.

What was the number of migrant students by grade identified in the Houston Independent School District in the spring of 1990?

Number and Percent of Migrant Students Identified in 1989-90 by Grade Level*

Grade	No. of Students	% of District Total
PK	14	2.0
K	32	4.7
1	69	10.0
2	56	8.2
3	63	9.2
4	57	8.3
5	51	7.4
6	63	9.2
7	74	10.8
8	53	7.7
9	71	10.3
10	33	4.8
11	26	3.8
12	25	3.6
TOTAL	687	100.0

*13 students had missing values.

Trends

- There were greater than 50 students in each of grades 1-9.
- There were 33 or less students in pre-kindergarten, kindergarten and grades 10-12.

RESEARCH QUESTION 1 (continued)

What was the number of migrant students by primary handicapping condition identified in the Houston Independent School District in the spring of 1990?

Number and Percent of Migrant Students Identified in 1989-90 by Primary Handicapping Condition*

Primary Handicapping Condition	No. of Students	% of Total
Auditorially Impaired	1	0.1
Emotionally Disturbed	1	0.1
Learning Disabled	86	12.5
Mentally Retarded	5	0.7
Orthopedically Handicapped	1	0.1
Other Health Impaired	1	0.1
Speech Handicapped	8	1.2
None	584	85.0
TOTAL	687	100.0

*13 students had missing values.

Trends

- 15.0% of the students with available data had a handicapping condition (it was 12.4% for HISD as a whole last year).
- 13% of the students with available data were learning disabled (it was 6.7% for HISD as a whole last year); this was 83% of the handicapped population (for HISD as a whole, 54% of the handicapped were learning disabled).

RESEARCH QUESTION 1 (continued)

What was the number of migrant students by sex, ethnicity, language, Houston Independent School District in the spring of 1990?

Of the 687 students attending as of May 13, 1990 for whom data was available,

- 405 (59%) were male and 282 (41%) were female,
- 684 (99.6%) were Hispanic,
- 531 (77.3 %) had Spanish as their home language, 168 (24.4%) had English as their home language,
- 531 (72.5%) were born in the USA, 178 (26.2%) were born in Mexico (calculated based on the 680 students with data),
- 354 (51.5%) had Limited English Proficiency (LEP) status, 147 of these (41.5%) in bilingual classes and another 146 (41.2%) in ESL or other special programs,
- 490 (71.3%) had free lunch, and 30 (4.4%) had reduced or temporarily free lunch.

RESEARCH QUESTION 2

What records did the Migrant Student Records Transfer System (MSRTS) Specialist complete to document the enrollment of migrant students in HISD?

Records Completed by MSRTS Specialist Activities, 1989-90*

Type of Record	Sept.-Nov.	Dec.-Jan.	Feb.-Mar.	Apr.-May	TOTAL
Certificates of Eligibility (COE)**	97	71	41	13	222
Health Records	2	5	4	14	25
Updated Educational Records	35	14	76	22	147
Secondary Credit	2	1	0	22	25
TEAMS	0	1	0	9	10
Special Education	0	0	0	17	17

* All migrant student records are entered in the HISD migrant student database and are also forwarded to Region IV which forwards them to the National Migrant Student Records Transfer System in Little Rock, Arkansas.

** A Certificate of Eligibility is entered for each newly identified migrant student and for each formerly migrant student whose family makes a new trip for purposes of employment in agriculture or fisheries. Each certificate entitles a migrant student to 6 years of participation in the program, whether or not they have participated in previous years.

Trends

- Most of the Certificates of Eligibility were completed in the fall (168 of 222 or 81% were collected and entered on the computer in September-January).
- Most of the other recordkeeping was performed in the spring (February - May).
- The COEs were completed this year for 26% of the migrant population.

RESEARCH QUESTION 3

What activities did the Migrant Recruitment Specialist conduct during the 1989-90 school year?

*Migrant Recruitment Specialist Activities, 1989-90**

Category	Sept.-Nov.	Dec.-Jan.	Feb.-Mar.	Apr.-May	TOTAL
I. Visitations made to:					
Homes	88	59	26	34	207
HISD Schools	34	5	13	24	76
Private Schools	0	0	0	0	0
Churches	2	2	0	0	4
Community Centers	0	0	0	0	0
Other	11	2	2	9	24
TOTAL	**135**	**68**	**41**	**67**	**311**
II. Referrals made to**:					
Medical Services	0	0	1	0	1
Counseling Services	8	5	2	0	15
Other	3	2	0	0	5
TOTAL	**11**	**7**	**3**	**0**	**21**
III. Meetings Parent/Student: **TOTAL**	**5**	**6**	**3**	**3**	**17**
IV. Clothing Vouchers Issued***: **TOTAL**	**15**	**4**	**2**	**0**	**21**
V. Students Recruited:					
New	97	64	23	12	196
Previously identified	35	8	0	0	43
TOTAL	**132**	**72**	**23**	**12**	**239**
VI. School Supply Packets Issued****: **TOTAL**	**162**	**58**	**45**	**21**	**286**

RESEARCH QUESTION 3 (continued)

* The Recruiter also conducted community involvement activities for the Migrant Program.

** The Recruitment Specialist made referrals to the Migrant Counselor. The Specialist also handled some parent/student counseling sessions herself when she was able to provide information and a sympathetic ear without the delay that making a referral would impose.

*** The migrant clothing vouchers were referrals to the Volunteers of America (VOA) for "free" used clothing. The parents had to pay $3 to the VOA in order to use the voucher. According to the Migrant Recruitment Specialist there was very little in the way of good used clothing available at VOA after the first two months of school. Therefore, she gave few VOA clothing vouchers to those families who arrived later in the year.

**** School supplies were distributed prior to the beginning of the school year. In addition, the migrant teacher aides distributed school supplies at their assigned schools. Thus, the great majority of migrant students received school supplies.

Trend

- Most activities listed here occurred in the fall (September-January). 203 of 311 visitations, 204 of 239 recruitments, 220 of 286 clothing vouchers, 11 of 17 parent/student meetings, and 18 of 21 referrals occurred in these months.

RESEARCH QUESTION 4

What activities did the Migrant Counselor conduct during the 1989-90 school year?

Migrant Counselor Activities by Campus 1989-90
Individual Counseling Sessions

Campus	Sept.-Nov.	Dec.-Jan.	Feb.-Mar.	Apr.-May	TOTAL
Austin HS	27	65	24	7	123
Browning Elem.	1	0	0	0	1
Clifton MS	6	2	0	0	8
Crockett Elem	3	3	0	0	6
DeZavala Elem	0	1	0	0	1
Dowling MS	0	0	0	3	3
Edison Elem	0	0	3	0	3
Furr HS	12	1	0	10	23
Grissom Elem.	2	0	0	0	2
Patrick Henry MS	0	1	0	5	6
Hogg MS	3	2	0	0	5
Jackson MS	1	0	0	15	16
Law Enf. HS	0	0	0	5	5
Lee HS	0	0	0	7	7
Jane Long MS	0	2	0	0	2
Madison HS	3	0	0	0	3
McReynolds MS	0	2	3	7	12
Milby HS	6	2	0	29	37
Pugh Elem	0	5	13	27	45
Reagan HS	0	2	0	7	9
Scarborough HS	6	0	0	13	19
Sherman Elem.	0	0	0	5	5
Tijerina Elem.	0	1	0	0	1
Waltrip HS	0	0	0	5	5
Wheatley HS	11	0	3	7	21
Others*	0	11	7	9	27
TOTAL	**81**	**100**	**53**	**161**	**395**

* Includes students from migrant families who have not yet entered school, high school graduates, and students whose migrant eligibility has ended during the previous year.

Migrant Counselor Activities by Campus
1989-90
*Group Counseling Sessions**

Campus	Sept.-Nov.	Dec.-Jan.	Feb.-Mar.	Apr.-May	TOTAL
Austin HS	2	5	3	9	19
Edison MS	0	1	0	0	1
Furr HS	1	0	0	0	1
Jackson MS	0	0	0	3	3
Milby HS	0	0	0	1	1
Sharpstown HS	0	0	4	0	4
Wheatley HS	1	0	0	0	1
TOTAL	**4**	**6**	**7**	**13**	**30**

*A group counseling session is a meeting of a counselor with a group of students to discuss common student concerns.

Migrant Counselor Activities by Population 1989-90
*Consultation Meetings**

Population	Sept.-Nov.	Dec.-Jan.	Feb.-Mar.	Apr.-May	TOTAL
Parents	47	38	35	35	155
Department Staff	50	63	37	63	213
Counselors	10	11	7	45	73
HISD Staff	27	14	23	44	108
Community Resources	3	7	13	17	40
Others	0	4	19	7	30
TOTAL	**137**	**137**	**134**	**211**	**619**

*A consultation is any meeting held to discuss concerns of a migrant student.

Trends

- The counselor conducted 395 individual counseling sessions at 25 schools: 10 high schools, 7 middle schools and 8 elementary schools. The types of issues dealt with in individual counseling are enrollment and transfer difficulties, schedules, credits, encouragement to stay in school, and adolescent developmental issues.
- If, despite encouragement, a student decides to drop out, the counselor refers them to the High School Equivalency program for migrant students (HEP) at the University of Houston and to training and employment opportunities. In December and January the counselor referred 7 students to this program.
- Group counseling sessions were conducted at 5 high schools and 2 middle schools. In group counseling sessions students are encouraged to support one another to keep up their attendance and not drop out. Self esteem building activities were also included.
- Additional activities of the counselor included presenting workshops and attending workshops.
- Students at Austin High School participated in 31% of the individual and 63% of the group counseling sessions. This school had the largest number of migrant students (53 or 7.6%) of any school in HISD.

RESEARCH QUESTION 5

What training activities did the Migrant Program provide for migrant teacher aides and staff during the 1989-90 school year?

Inservices for Migrant Aides and Staff in 1989-90

Date	Topic and Location	Staff	Aides
8/30/89	Migrant Student Record Transfer System: an Overview Location: Region IV Service Center	4	6
9/22/89	MSRTS Mass Enrollment Location: Region IV Service Center	2	2
9/29/89	Life Management Skills for Migratory Students Location: Region IV Service Center	4	3
10/13/89	TEAMS Remediation Location: Region IV Service Center	4	6
11/10/89	Dropout Prevention Strategies for "At-Risk" Students Location: Region IV Service Center	4	7
11/21/89	MSRTS Orientation for Newly-Hired Teacher Aides Location: HISD Migrant Office	N/A	4
12/1/89	Classroom Strategies and Interpersonal Skills Location: HISD Migrant Office	5	9
1/12/90	Instructional Classroom Strategies for Teacher Aides Location: HISD Migrant Office	5	9
4/6/90	Valuing Diversity in a Global Society Location: Region IV Service Center	2	13*
4/27/90	Developing Children's Self-Esteem Location: Region IV Service Center	2	10

* includes other HISD personnel

Trends

- When migrant inservices were held at Region IV, migrant personnel from other school districts in the region were also invited to attend. The numbers presented in the table are counts of HISD personnel only.

Migrant Training Activities for Teacher Aides, Staff, and Parents by Date and Topic 1989-90

Date	Topic and Location	Staff	Aides	Parents
9/27/89	The Significance of TEAMS and MAT-6 Location: Cage Elementary School*	5	5	22
11/1/89	Greater Parental Involvement in the Learning Process. Location: McReynolds Middle School*	3	8	17
12/6/89	How Parents Can Help Their Children at Home and Family Record Checklist Location: HISD Migrant Office	5	8	19
1/17/90	Activities to Use at Home Location: Rusk Elementary School*	2	5	13
2/21/90	Significance of Academic Credit and HISD's Magnet Program Location: Austin High School*	2	4	14**
3/28/90	Improving Parenting Skills* Location: Migrant Program Office*		10	15

* Parent Advisory Council (PAC) meeting.
** Also, two Boardmembers present.

Trends

- Parent meetings are planned and conducted by the Parent Involvement Specialist. This staff member also assists with recruitment and community involvement activities.
- Parent Advisory Council (PAC) meetings were conducted in Spanish.
- Migrant staff and aides provided transportation to the PAC meetings for a number of the parents who would not otherwise have been able to attend.

RESEARCH QUESTION 6

How many students were served by the migrant teacher aides?

Schools served by Migrant Aides*

District	Campus	No. of Students 5/13/90**	Days of Aide Service per Week as of 6/9/90
VI	Austin HS	53	5
VI	Jackson MS	30	3
VI	Burnet Elem	29	5
VII	Milby HS	19	4
VII	Deady MS	20	1
VIII	Edison MS	23	3
VIII	Franklin Elem	13	1
VIII	Tijerina Elem	10	4
IX	Wheatley HS	23	2
IX	McReynolds Elem	24	3
IX	Pugh Elem	18	2
IX	Scroggins Elem	15	3
X	Marshall MS	12	2
X	Sherman Elem	17	4
XII	Hogg MS	20	3
XII	Crockett Elem	11	1
TOTAL		**337**	

* Furr is not included in the list of campuses because the teacher aide position was vacant during the spring semester.

** Number of Migrant students at the school

Trends

- When all ten aide positions were filled 337 of the migrant students at 16 campuses had an aide assigned to assist them. In addition, two aides instructed ten children each two days per week in early childhood education. The 357 migrant students scattered over the other 96 campuses did not have the assistance of an aide.

- Six elementary schools, one middle school, and two high schools with 10 or more migrant students did not have teacher aides assigned there in May, 1990. These campuses were (number of students in parentheses): at the elementary level, Bonner (11), Coop (11), Dodson (12), Eliot (21), J.R. Harris (11), and Scott (11); at the middle school level, Burbank (11); and, at the high school level, Davis (10) and Reagan (10). Eliot was assigned an aide at the beginning of the school year but the aide was transferred to Austin High School in October 1989; it had more students than ten of the sixteen schools with aides.

- Six of the aides served two schools each and divided their time between them so as to serve one school four days and the other school one day, or one school three days and the other school two days. Two of the aides served one school three days and one early childhood class the other two days. The other two aides served one school apiece (Burnet and Austin) 5 days per week.

RESEARCH QUESTION 7

Was there a difference between the pre and post NCE scores in reading, math and language for Migrant students who received tutorial instruction during 1989-90?

Mean MAT6 Reading NCE Change Scores for Chapter I Migrant Students in Tutorials++

Grade	N	Pre	Post	Change Score
1	1	35.1	50.5	15.4
2	3	61.0	48.4	-12.6*
3	6	37.6	34.6	-3.0
4	14	41.8	48.0	6.3*
5	16	44.2	46.6	2.4
6	21	35.6	35.5	-.0
7	30	41.7	41.5	-.2
8	25	35.6	34.9	-.7
9	23	32.3	32.6	.3
10	7	40.8	39.0	-1.8
Total+	*147*	*38.6*	*39.1*	*.5*

\+ 1 student had grade information missing.
++ MAT-6: Grades 1-9,1989; Grades 1-12, 1990
TAP Grades 10 &11, 1989 (no match made)
* significant at .05

Trends

- NCE gains in reading on the MAT-6 were observed in grades 1,4,5, and 9. NCE losses were observed in grades 2, 3, 7, and 8.
- Migrant students in Grade 1 made the largest NCE reading gain (but it was only one student).
- There were two statistically significant changes, one increase (grade 4) and one decrease (grade 2). Overall, the change was positive but not statistically significant.

Mean MAT6 Math NCE Change Scores for Chapter I Migrant Students in Tutorials++

Grade	N	Pre	Post	Change Score
1	1	54.2	81.1	26.9
2	3	63.4	60.6	-2.8
3	6	52.2	56.1	3.9
4	14	55.0	57.5	2.5
5	16	53.9	64.5	10.7***
6	21	48.8	46.4	-2.4
7	30	55.8	50.1	-5.8*
8	23	44.5	43.7	-.8
9	21	43.0	47.5	4.5*
10	6	56.1	52.8	-3.4
Total+	*142*	*50.7*	*51.4*	*.9*

\+ 1 student had grade information missing.
++ MAT-6: Grades 1-9,1989; Grades 1-12, 1990
TAP Grades 10 &11, 1989 (no match made)
* significant at .05
*** significant at .001

Trends

- NCE gains in math were observed in grades 1, 3, 4, 5, and 9. NCE losses were observed in grades 2, 6, 7, and 8.
- Migrant students in grade one made the largest gains in math (again, it was only one student).
- There were three statistically significant changes, two increases (grades 5 and 9) and one decrease (grade 7). Overall, the change was positive, but not statistically significant.

Mean MAT6 Language NCE Change Scores for Chapter I Migrant Students in Tutorials++

Grade	N	Pre	Post	Change Score
1	1	36.5	71.8	35.3
2	3	63.4	60.6	-2.8
3	6	41.3	48.1	6.9
4	14	58.5	57.2	-1.3
5	16	54.5	59.6	5.1
6	21	43.3	47.3	4.0
7	31	52.0	48.0	-4.0*
8	24	43.2	42.1	-1.0
9	19	39.9	46.2	6.3*
10	9	53.2	48.9	-4.3
Total+	145	48.1	49.4	1.3

\+ 1 student had grade information missing.
++ MAT-6: Grades 1-9,1989; Grades 1-12, 1990
TAP Grades 10 &11, 1989 (no match made)
* significant at .05

Trends

- NCE gains in language were observed in grades 1, 3, 5, 6, and 9. NCE losses were observed in grades 2, 4, 7 and 8.
- Students in Grade 1 (once again, there is only one grade one student) made the largest NCE language gain and students in Grade 7 made the largest loss.
- The gain in grade 9 and loss in grade 7 were statistically significant; overall, the change, though positive, was not statistically significant.

Mean SABE Reading NCE Change Scores for Chapter I Migrant Students in Tutorials

Grade	N	Pre	Post	Change Score
1	4	34.3	70.3	36.0
2	5	86.0	71.6	-14.4
3	4	83.8	73.5	-10.3
4	0			
5	1	24.0	61.0	37.0
Total	*14*	*66.1*	*71.0*	*4.9*

Trends

- NCE gains in reading were observed in grades 1 and 5. NCE losses were observed in grades 2 and 3.
- Overall, the change was positive.
- All sample sizes were small; therefore, no statistical tests were made.

Mean SABE Math NCE Change Scores for Chapter I Migrant Students in Tutorials

Grade	N	Pre	Post	Change Score
1	4	39.3	58.0	18.8
2	5	70.8	64.8	-6.0
3	4	69.0	74.3	5.3
4	0			
5	1	46.0	75.0	29.0
Total	*14*	*59.5*	*66.3*	*6.8*

Trends

- NCE gains in math were observed in grades 1, 3, and 5. NCE losses were observed in grade 2.
- Overall, the change was positive.
- All sample sizes were small; therefore, no statistical tests were made.

RESEARCH QUESTION 8

Was there a significant difference between the reading, math and language NCE scores of Chapter I migrant students who received tutorial instruction (target) and the migrant comparison group who were not tutored (non-target)?

Chapter I Migrant Students MAT-6 and SABE NCE Scores

Subtest	Migrant Student Groups	N	Mean	Adjusted Mean	p - value
MAT-6 Reading	Target	147	39.09	38.87	.490
	Non-Target	110	37.78	38.07	
	Total	*257*	*38.53*	*38.53*	
MAT-6 Math	Target	142	51.43	50.38	.699
	Non-Target	108	49.63	51.01	
	Total	*242*	*50.65*	*50.65*	
MAT-6 Language	Target	145	49.41	48.05	.425
	Non-Target	110	45.02	46.82	
	Total	*255*	*47.52*	*47.52*	
SABE Reading	Target	14	71.00	68.68	.679
	Non-Target	20	64.20	65.82	
	Total	*34*	*67.00*	*67.00*	
SABE Math	Target	14	66.29	65.70	.281
	Non-Target	20	71.40	71.80	
	Total	*34*	*69.29*	*69.29*	

+ adjusted by the previous year's NCE scores.

Trends

- Comparison of MAT-6 and SABE mean NCE scores for migrant students tutored at target schools with students who did not receive tutorials at non-target schools indicated that there was no statistically significant difference between the two groups' mean scores.

RESEARCH QUESTION 9

Was there a difference between the pre and post grades for Migrant students who received tutorial instruction during 1989-90?

Mean English Grades for Chapter I Migrant Students in Tutorials

Grade	N	Pre	Post	Change Score
1	6	66.2	82.2	16.0**
2	13	78.5	82.2	3.7
3	13	81.0	79.4	-1.6
4	16	82.6	82.9	.3
5	20	81.2	81.1	-.1
6	12	75.4	77.0	1.6
7	30	79.2	76.1	-3.0
8	25	80.7	76.0	-4.7**
9	31	75.5	67.6	-7.8**
10	17	77.6	76.1	-1.5
11	12	80.4	80.0	-0.5
12	9	76.8	71.0	-5.8
Total	*205+*	*78.5*	*76.7*	*-1.8**

\+ 1 student had grade information missing.
* significant at .05
** significant at .01

Trends

- Overall, there was a loss of 1.8 points in the overall grade. This loss was statistically significant.
- The greatest loss was in ninth grade; this loss was 7.8 points; the negative grade changes for this grade and grade 3 were statistically significant.
- The greatest gain was in first grade; this gain was 16.0 points (the change was statistically significant).

Mean Math Grades for Chapter I Migrant Students in Tutorials

Grade	N	Pre	Post	Change Score
1	6	69.3	86.5	17.2***
2	13	82.0	81.8	-.2
3	13	85.5	79.5	-6.0**
4	18	82.6	84.7	2.1
5	21	82.8	80.6	-2.1
6	10	79.9	80.2	.3
7	30	80.2	78.4	-1.8
8	25	77.6	75.2	-2.4
9	27	70.8	66.7	-4.1
10	16	79.5	75.2	-4.3
11	11	80.3	79.4	-.9
12	9	75.9	68.8	-7.1
Total	200+	78.9	77.3	-1.6*

\+ 1 student had grade information missing.
* significant at .05
** significant at .01
*** significant at .001

Trends

- Overall, there was a loss of 1.6 points in the overall grade. This loss was statistically significant.
- The greatest loss was in twelfth grade; this loss was 7.1 points (the change was not statistically significant, but the negative change in grade 3 was).
- The greatest gain was in first grade; this gain was 17.2 points (the change was statistically significant).

Mean Social Studies Grades for Chapter I Migrant Students in Tutorials

Grade	N	Pre	Post	Change Score
1	5	73.2	85.4	12.2**
2	13	81.0	84.1	3.1
3	14	83.1	81.2	-1.9
4	19	81.4	80.6	-.7
5	21	80.3	81.7	1.3
6	10	75.3	79.6	4.3
7	31	80.5	74.5	-6.0**
8	27	80.3	76.9	-3.4*
9	24	74.1	64.1	-10.0**
10	1	74.0	50.0	-24.0
11	3	69.0	62.0	-7.0
12	9	77.4	74.9	-2.6
Total	178+	79.0	76.5	-2.5***

\+ 1 student had grade information missing.
* significant at .05
** significant at .01
*** significant at .001

Trends

- Overall, there was a loss of 2.5 points in the overall grade. This loss was statistically significant.
- Losses which were statistically significant occurred in seventh and ninth grade; the largest loss was the one student in the tenth grade.
- The greatest gain was in first grade; this gain was 12.2 points (the change was statistically significant).

Mean Science Grades for Chapter I Migrant Students in Tutorials

Grade	N	Pre	Post	Change Score
1	6	73.0	84.3	11.3**
2	13	81.5	82.7	1.2
3	14	82.9	80.7	-2.2
4	20	79.3	80.3	1.0
5	21	80.8	82.2	1.4
6	11	75.8	77.5	1.7
7	31	78.4	73.1	-5.3**
8	27	79.3	77.6	-1.7
9	27	74.1	64.1	-10.0**
10	14	79.7	74.5	-5.2
11	2	64.5	72.0	7.5
12	1	76.0	73.0	-3.0
Total	*188+*	*78.4*	*76.2*	*-2.1**

\+ 1 student had grade information missing.
* significant at .05
** significant at .01

Trends

- Overall, there was a loss of 2.1 points in the overall grade. This loss was statistically significant.
- Losses which were statistically significant occurred in seventh and ninth grade; the greatest loss, 10.0 points, was in grade 9.
- The greatest gain was in first grade; this gain was 11.3 points (the change was statistically significant).

RESEARCH QUESTION 10

Was there a significant difference between the grades of Chapter I migrant students who received tutorial instruction and the migrant comparison group who were not tutored ?

Chapter I Migrant Students Grades+

Subtest	Migrant Student Groups	N	Mean	Adjusted Mean+	p - value
English	Target	148	77.94	77.86	.743
	Non-Target	126	77.42	77.52	
	Total	*274*	*77.70*	*77.70*	
Math	Target	148	78.25	*78.42*	.677
	Non-Target	126	79.09	*78.90*	
	Total	*274*	*78.64*	*78.64*	
Social Studies	Target	148	77.92	77.88	.765
	Non-Target	126	78.16	78.21	
	Total	*274*	*78.03*	*78.03*	
Science	Target	148	77.84	77.88	.289
	Non-Target	126	79.10	79.06	
	Total	*274*	*78.42*	*78.42*	

+adjusted by previous year's grades to remove educational effects not from this year.

Trends

- There was no significant difference in the grades of migrant students at schools having aides and schools not having aides.

RESEARCH QUESTION 11

Was there a difference between the pre and post attendance rates for Migrant students who received tutorial instruction during 1989-90?

Mean Attendance (%) for Chapter I Migrant Students in Tutorials

Grade	N	Pre	Post	Change Score
1	20	94.9	95.7	.8
2	15	95.9	96.7	.8
3	16	97.5	96.8	-.9
4	22	95.8	94.5	-1.2
5	21	97.1	96.5	-.6
6	28	93.0	89.0	-4.0***
7	50	89.7	86.2	-3.3*
8	37	90.1	90.3	.1
9	40	87.1	84.0	-3.1
10	22	91.2	87.9	-3.5
11	17	90.5	88.6	-1.9
12	12	88.3	87.9	-.4
Total	309+	91.9	90.2	-1.7***

\+ 9 students had grade information missing.
* significant at .05
*** significant at .001

Trends

- From the third grade on, migrants in all grades attended less often than they did the year before (with the singular exception of the eighth graders).
- For the first and second grades, there was a slight positive change; however, this change was statistically insignificant.

RESEARCH QUESTION 12

Was there a significant difference between the attendance of Chapter I migrant students who received tutorial instruction and the migrant comparison group who were not tutored ?

Chapter I Migrant Students Attendance

	Migrant Student Groups	N	Mean	Adjusted Mean+	p - value
Attendance	Target	309	90.20	91.21	.013*
	Non-Target	287	93.44	92.57	
	Total	596	91.76	91.76	

+ adjusted by previous year's attendance to remove effects not from this year.
* significant at .05

Trends

- Whether or not adjusted by the previous year's attendance, the attendance rate in schools with aides was lower than that at schools without aides.

RESEARCH QUESTION 13

Was there a difference between the pre and post conduct grades for Migrant students who received tutorial instruction during 1989-90?

Mean Conduct Grades for Chapter I Migrant Students in Tutorials ++

Grade	N	Pre	Post	Change Score
1	6	1.89	1.50	-.39
2	13	1.95	2.38	.44
3	14	2.19	1.93	-.26
4	20	2.12	2.25	.13
5	21	2.35	2.29	-.06
6	16	1.99	2.18	.19
7	32	2.37	2.30	-.08
8	27	2.58	2.56	-.02
9	31	2.53	2.51	-.02
10	17	2.64	2.68	.04
11	13	2.82	2.73	-.09
12	10	2.79	2.76	-.03
Total	*221+*	*2.38*	*2.38*	*.00*

\+ 1 student had grade information missing.
++ conduct grades are on a 0-3 scale (0 is unsatisfactory, 1 is poor , 2 is satisfactory, and 3 is excellent)
• significant at .05
•• significant at .01
••• significant at .001

Trends

- There was no significant change in migrant student conduct grades at schools with aides; this was true for each grade and all grades combined.

RESEARCH QUESTION 14

Was there a significant difference between the conduct grades of Chapter I migrant students who received tutorial instruction and the migrant comparison group who were not tutored ?

Chapter I Migrant Students Conduct Grades

	Migrant Student Groups	N	Mean	Adjusted Mean+	p - value
Conduct Grades	Target	221	2.39	2.34	.778
	Non-Target	187	2.26	2.32	
	Total	408	2.33	2.33	

\+ adjusted by previous year's conduct to remove effects not from this year.
* significant at .05
** significant at .01
*** significant at .001

Trends

- There was no statistically significant difference in the conduct grades of migrant students in schools with aides and in schools without aides.

RESEARCH QUESTION 15

How did the migrant students, both those tutored and untutored, perform on TEAMS, and how did their passing rate compare with that of all Hispanic students and all students?

1989-1990 TEAMS Passing Rates(%)

	Mathematics		Reading		Writing	
	N	% Pass	N	% Pass	N	% Pass
Grade 3						
Migrants	55	80.0	54	68.5	52	71.2
Tutored	16	81.3	15	80.0	15	73.3
Not Tutored	39	79.5	39	64.1	37	70.3
Hispanics	5030	85	4905	76	4827	74
Overall	14329	84.6	13103	80.5	12886	76.5
Grade 5						
Migrants	40	75.0	40	65.0	38	81.6
Tutored	19	73.7	20	65.0	19	84.2
Not Tutored	21	76.2	20	65.0	19	78.9
Hispanics	5264	85	5114	79	5046	79
Overall	13309	83.7	12963	82.2	12745	81.0
Grade 7						
Migrants	56	83.9	55	70.9	54	64.8
Tutored	43	86.0	42	71.4	41	68.3
Not Tutored	13	76.9	13	69.2	13	53.8
Hispanics	4588	84	4512	80	4365	75
Overall	11523	85.9	11393	82.8	11120	77.6
Grade 9						
Migrants	50	76.0	50	62.0	48	31.3
Tutored	34	73.5	32	62.5	33	27.3
Not Tutored	16	81.3	18	61.1	15	40.0
Hispanics	4971	77	4892	73	4876	45
Overall	12444	79.4	12299	75.8	12152	51.9
11th grade Exit-Level						
Migrants *	24	58.3	22	59.1		
Tutored	16	56.3	15	53.3		
Not Tutored	8	62.5	7	71.4		
Hispanics	2567	75	2535	84		
Overall	8180	77.9	8037	88.7		

*Passed in Fall or Spring

Trends

- TEAMS scores were nearly the same for migrant students in the tutored and untutored groups.
- For the most part, migrant passing rates were slightly below that of all Hispanics and overall.

CONCLUSION

What conclusions may be drawn from the results of this study?

- The Migrant Program effectively utilized its resources towards meeting its objectives of 1) identifying and recruiting migrant students who reside in this school district, 2) offering tutorial instruction to eligible migrant students by means of teacher aides, 3) applying counseling strategies in the area of human development and educational needs for migrant students in grades 6-12 and consulting with migrant parents who require assistance, 4) providing training for teachers and aides who work with migrant students, and 5) supplementing the District's parent involvement program.

- There was overall improvement in the achievement test scores in all areas; however, the changes were not statistically significant. There was no statistically significant difference between the improvement at schools with aides and that at schools without aides.

- There was no significant improvement in the grades, attendance rate, or conduct grades at schools with aides. Also, there was no significant improvement at the schools with aides when compared with the schools without aides in grades, attendance, or conduct grades.